

MANSFIELD PUBLIC SCHOOLS

Kindergarten

March - Progress Report

Reading to Understand

During this marking period, Kindergarten students continue to learn basic reading skills and strategies. Students have been working on a variety of phonological skills such as producing rhyming words and blending sounds to make real words. They can isolate and pronounce the initial sound, medial vowel, and final sound in consonant-vowel-consonant (CVC) words. By this time of year, students can identify the letters of the alphabet, both upper and lower case, and write some letters when the name or sound is dictated. Students can automatically identify Bedrock Words in and out of context. With expression and pacing, they can repeat simple rhymes, poems, and songs. Vocabulary development is on-going. They are able to describe objects, events, and feelings with details or examples. They have been learning and using various reading comprehension strategies. With support, students can make predictions and identify basic similarities and differences between two texts on the same topic. They can identify character(s), setting, and important events in a story as well as the topic and one or two key details in an informational text. Students are able to retell parts of a text and with prompting and support, ask and answer questions about important details in a text.

Writing to Communicate

Students have learned to become more independent writers. They continue to learn about different types and purposes of writing. They can use a combination of drawing, dictating, and writing to compose informative/explanatory text that supplies some information about a topic. They can write or dictate stories using pictures, words, and letters. Students can participate in shared research and writing projects where they are expected to state their opinions. With prompting and support students can revise work by adding details to drawings and by providing additional details about things and events in the writing. The students are expected to use complete sentences when contributing ideas during shared writing and when telling a story. As handwriting develops, students are expected to write in a left to right, top to bottom progression and to use the correct capital/upper case letter(s). Students are expected to capitalize the first word in a sentence and the pronoun I.

Mathematics

During this quarter, students start counting by 2s using a ten-frame to connect the counting sequence to quantity. Students use the ten-frame to visualize the structure of doubles and even numbers. The class uses representations on the five- and ten-frames to begin writing equations. Story problems are used consistently to model how to write equations to represent the problem situation and their solutions. A strong focus is on the concept of equality so students understand that an equation indicates an equality between two quantities. Many students believe that the “equal sign” means the answer comes next, a common misconception. Therefore, students see equations written in ways like this: $5 = 3 + 2$ as well as $3 + 2 = 5$. Finally, students start comparing and ordering numbers while also practicing counting skills they have been developing since the start of school: counting forward and backward, reading numerals, and matching numerals and quantities.